ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION, RESEARCH AND ENGAGEMENT ENABLING STRATEGY

2016-2020

Our commitment to aspiration building, participation and educational advancement

VISION

To be a leader in culturally inclusive teaching; at the forefront of research in Aboriginal and Torres Strait Islander studies; and advance social justice and human rights for Aboriginal and Torres Strait Islander people and communities.

MISSION

- Advance scholarly learning, research and a shared community understanding relating to Aboriginal and Torres Strait Islander topics;
- Facilitate inclusion and increase participation of Aboriginal and Torres Strait Islander peoples in higher education;
- Enrich and empower our Aboriginal and Torres Strait Islander students in their chosen field of study; and
- Develop a whole-of institution approach to Aboriginal and Torres Strait Islander education, research and community engagement, aligning the University's own education, research and engagement policies and activities with national policies, recommendations and guidelines.

KEY OBJECTIVES

- Improve Aboriginal and Torres Strait Islander students' key indicators of educational outcomes: access, participation, retention, success and graduate employment
- Be a leader in providing Aboriginal and Torres Strait Islander students with a high-quality educational experience that nurtures excellence and personal achievement;
- Establish UOW as a preferred higher education provider for Aboriginal and Torres Strait Islander students and education;
- Create a culturally safe learning environment for Aboriginal and Torres Strait Islander students;
- Make Aboriginal and Torres Strait Islander people, culture and knowledge a more valued, visible and engaged aspect of the life and culture of UOW and its campuses;
- Incorporate Aboriginal and Torres Strait Islander content into all of the University's course offerings;
- Foster a culture that embraces recognised Aboriginal and Torres Strait Islander research protocols and ethics; and
- Maintain and enhance clear and accountable governance and management structures to develop, implement and monitor progress in achieving this Aboriginal and Torres Strait Islander Education, Research and Engagement Enabling Strategy.

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

KEY PERFORMANCE INDICATORS

No.	Descriptor	2020 Target	Owner	Reporting Channel
1	Proportion of Domestic Undergraduates who Identify as being Aboriginal and Torres Strait Islander *Proportion of domestic undergraduate students (headcount) who voluntarily self-identify as being Aboriginal or Torres Strait Islander through the UOW student system (SAI-SOLS). Voluntary self-identification is the Government's standard form of reporting on Aboriginal and Torres Strait Islander students.*	>2.5%	PVC (I&O)	Council
2	Retention rate of Domestic Undergraduates who Identify as being Aboriginal and Torres Strait Islander	≥80%	PVC (I&O)	UEC
3	Success ratio of Domestic Undergraduates who Identify as being Aboriginal and Torres Strait Islander	≥0.95	PVC (I&O)	UEC
4	Proportion, retention rate and success ratio of Domestic Undergraduates who Identify as being Aboriginal and Torres Strait Islander, in each Faculty	Refer above	Faculties PVC (I&O)	UEC
5	Undergraduate programs incorporating discipline appropriate Aboriginal and Torres Strait Islander content and embedded cultural competence	All	PVC (I&O)	SCDC
6	A well-established concentration (equivalent to a small research centre) that has a solid national reputation for research and scholarly outputs in Aboriginal and Torres Strait Islander Australian Studies	Achieved	DVC (R&I)	URC
7	Aboriginal and Torres Strait Islander student participation rate in career activities	TBD	DVC (A) DVC (R&I)	UEC URC

KPI performance against targets to be reviewed annually

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

ENABLING STRATEGY OVERVIEW

The following diagram shows UOW's strategic framework and the inter-relationships between strategies supporting our vision for Aboriginal and Torres Strait Islander reconciliation, aspiration building and advancement.

Underpinning UOW's institutional Reconciliation Action Plan (RAP) are:

- UOW Workforce Employment Initiatives
  - o Workforce employment target building to 3%
  - o Aboriginal Employment Strategy 2013-2018
  - o Supported by the Enterprise Agreement
- Education, Research, Engagement and Participation initiatives
  - o **Education, Research and Engagement Strategy 2016-2020[1]**
    - ▪ Guided by recommendations from the Behrendt Review 2012 and consistent with Universities Australia's Indigenous Strategy.
  - o Commonwealth requirements.

> **Reconciliation Action Plan**
> Respect
> Relationships
> Opportunities
> (status: endorsed VCAG 7 March 2016)

> **UOW Workforce Employment Strategy**

> **Education, Research and Engagement Enabling Strategy**

This, the inaugural Education, Research and Engagement Enabling Strategy, has been divided into the themes shown below. As the staff, students and community of UOW have made an enormous contribution to the progression of Aboriginal and Torres Strait Islander higher education for many years, a foreword is included prior to relevant sections to acknowledge the most recent key initiatives.

1. Operating a competent University
2. Cultural Safety
3. Aspiration Building and Access
4. Student Support and Success
5. Teaching, Learning and Academic Pathways
6. Research Advancement
7. Sustainable Student Employability

---

[1] Note, this strategy only touches on employment and research in so far as it relates to Education and Participation

4　　　*Aboriginal and Torres Strait Islander Education, Research and Engagement Enabling Strategy 2016-2020_V3 Jan 2019*

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

1. OPERATING A COMPETENT UNIVERSITY

❖ Established the role of Pro Vice-Chancellor Inclusion and Outreach.

❖ Integrated the Student Diversity, Career Development and Employability, Learning Teaching & Curriculum and Student Support and Education Analytics functions within the DVCA portfolio to provide seamless support for students, including early identification of those requiring additional support whilst contributing to positive graduate outcomes.

❖ Indigenous representation on UOW's Community Reference Group and Community Engagement Committee.

❖ Established a suit of scholarships targeted at indigenous students.

❖ Continued to position Woolyungah Indigenous Centre (WIC) as the centrepiece of the University's Aboriginal and Torres Strait Islander student recruitment, access and support activities. WIC's programs aim to foster equity by supporting Australian Aboriginal and Torres Strait Islander people from entry to University, through to successful completion.

We will:

Theme	Initiative

Governance	• Establish an Aboriginal Advisory Group (AAG) as a sub-committee of UEC (University Education Committee), to provide advice and guidance to the University in ensuring cultural appropriateness, accountability and transparency. AAG will also advise on education and research issues.
	• AAG will lead in evidence-based policy development with a view to improving access, participation, retention and success rates of Aboriginal and Torres Strait Islander students, through:
	   o Improving and maintaining accurate and accessible data on the KPIs.
	   o Investigating and identifying ways in which financial and other assistance to Aboriginal and Torres Strait Islander students may contribute to higher retention and success.
	   o Identifying the risk factors and vulnerabilities that contribute to Aboriginal and Torres Strait Islander student success and retention rates.
	   o Increase the prevalence of high achieving students.
	• Membership will include senior Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander staff from program areas across UOW, Aboriginal and Torres Strait Islander student representatives elected by students, as well as two Aboriginal and Torres Strait Islander community representatives. Membership to include Student Support staff and WIC.

Policy	• Lead in evidence-based policy development with a view to improving access, participation, retention and success rates of Aboriginal and Torres Strait Islander students, through:
	   o Improving and maintaining accurate and accessible data on the KPIs.
	   o Investigating and identifying ways in which financial and other assistance to Aboriginal and Torres Strait Islander students may contribute to higher retention and success.
	   o Identifying the risk factors and vulnerabilities that contribute to Aboriginal and Torres Strait Islander student lack of academic success and withdrawal from enrolment.

UNIVERSITY OF WOLLONGONG AUSTRALIA

Accountability	• Review objectives, funding, structures and accountability measures to ensure quality student outcomes: 　o Review of WIC in a culturally appropriate manner. 　o Development of WIC-faculty partnerships. 　o Better integration between LTC and WIC.
Regional and remote students	• Promote the resolution reached through the Academic Regional Campus Review (2015) that UOW will retain its commitment to the Regional Campuses acknowledging the significant role they play in strengthening teaching and learning, outreach, community engagement, social inclusion and Aboriginal and Torres Strait Islander participation.
WIC Student Strategy	• Develop a sub-strategy addressing the needs of current and future Aboriginal and Torres Strait Islander students and include: 　o Targeted entry qualifications, retention completion rates. 　o Exit interviews to identify individual strategies and to maintain relationships for re-engagement. Remove record of failure. Being culturally safe and competent. 　o Aboriginal mentors (from community as well as from the university).
Scholarships	• Increase the number of Aboriginal and Torres Strait Islander scholarships at all levels of study that contain accommodation components for regional and remote students. • Provide scholarships to enable improved access to UOW College and stepped access to UOW.

2018 Reconciliation BBQ

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

2. CULTURAL SAFETY

STRENGTHENING CULTURAL CONSCIOUSNESS

Achievements:

- ❖ Delivered a number of successful initiatives to build awareness of local Aboriginal and Torres Strait Islander culture and acknowledge the footprint, history and heritage of the Wadi Wadi, Wandandian, Walbunga, Djirrangani, Gandangara and Gadigal people and their connection to the Country on which UOW is situated. These include:
    - ❖ 'The Trails', a guided tour which explores the Aboriginal meaning and stories behind local landmarks and local native plants;
    - ❖ Key UOW Community Engagement events have Welcome to Country and cultural performances, for example, the Welcome to Wollongong event;
    - ❖ Aboriginal Bush Tucker and Medicine Tours; and
    - ❖ Artists in residence initiatives.

- ❖ Established and nurtured the Illawarra Flame Trees (community engagement initiative).

We will:

Theme	Initiative
Visual and oral representation	• Raise connectivity and awareness of murals and other visual displays of Aboriginal and Torres Strait Islander art and culture on campus. • Include Aboriginal representation on the University's website, major University documents and marketing materials. • Consider and review the naming of University spaces in local language. • Erect an 'Acknowledgement of Country' plaque situated at each campus. • Utilise Library gallery space for exhibitions for staff and the community.
All staff competence	• Establish a mandatory Aboriginal and Torres Strait Islander cultural safety (cultural inclusiveness and competency) training package for online staff induction. • Provide an on-Country cultural awareness seminar for educators and senior administrators. • Have an Aboriginal and Torres Strait Islander mentor for non-Aboriginal and Torres Strait Islander staff who hold key positions that deal with Aboriginal and Torres Strait Islander employees, including cadets and trainees.
Academic staff competence	• Enhance Aboriginal and Torres Strait Islander teaching practice by developing sustainable training resources for teaching staff that are based on best practice, current evidence and cultural knowledge. • Maintain incorporation with the University's Continuing Professional Development, Learning and Teaching program that can be delivered both face-to-face and online.
Connecting with Elders	• Continue to enable Elders to connect and contribute to the campus community to promote and legitimise the role of Elders within the learning community.
Key event awareness	• Build a key event calendar promoting the acceptance of culturally significant events as part of the mainstream academic calendar, choosing key events that the University will support.

Aboriginal and Torres Strait Islander Education, Research and Engagement Enabling Strategy 2016-2020_V3 Jan 2019

UNIVERSITY OF WOLLONGONG AUSTRALIA

Continue to support Community	• Continue to support innovative cultural programs on a merit basis.

2018 Reconciliation Lecture presented by Terri Janke

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

3. ASPIRATION BUILDING AND ACCESS

COMMUNITY ENGAGEMENT AND OUTREACH (ASPIRATION BUILDING)

Achievements:

- ❖ Fostered an extremely successful partnership with the Australian Indigenous Mentoring Experience (AIME). AIME's main aims are to increase Year 10 and 12 completion rates and also university admission rates amongst Aboriginal and Torres Strait Islander students. In 2014 the AIME program that ran in partnership with UOW had 32 schools engaged, 295 mentors including 26 Aboriginal and Torres Strait Islander mentors and over 300 students participating.

- ❖ Supported a series of collaborative projects under the Community Engagement Grant Scheme, for example, the: Walbunga Possum Skin Cloak and Educational Resource Package 2015; The Elders report into preventing self-harm and Indigenous Suicide; and Please Read To Me Literacy Support Project for Indigenous Children Project.

- ❖ A project currently investigating what works in successful mentoring between university students and young Aboriginal and Torres Strait Islander Australians and what are 'mentoring best practices' with Aboriginal and Torres Strait Islander young people. The project builds on our research with the AIME. Expected outcomes are new knowledge on university student mentoring of Aboriginal and Torres Strait Islander school children and the design of 'remote' university student mentoring using communication technology.

- ❖ UNIque Experience Days, to provide an opportunity for school students from Wollongong and the South Coast to explore a 'taste' of university life. This includes an Aboriginal and Torres Strait Islander strand that provides students with information to succeed in their senior studies and aspire to higher education. The UNIque experience is also taken out to low Socio Economic Status (SES) schools in western New South Wales.

- ❖ Each of our South Coast campuses facilitating parents and community engagement projects with their local Aboriginal and Torres Strait Islander communities to look at ways to increase participation and awareness about higher education.

- ❖ A two-day summer camp provided for Aboriginal and Torres Strait Islander students to examine the pathways available to them when they graduate from school. Aboriginal and Torres Strait Islander students are targeted from across NSW who have an interest in a future health career.

- ❖ The Early Start Initiative, which involves 41 early childhood education and care services located across New South Wales, including nine Family and Community Services centres (specifically Aboriginal and Torres Strait Islander centres). Early Start aims to make social change through an integrated educational framework. It extends the reach of higher education into services in regional, rural and remote areas and helps to break down the invisible barriers that have prevented engagement with universities. This is particularly important in terms of Aboriginal and Torres Strait Islander peoples who are under-represented across the educational spectrum. Early Start provides engagement with UOW from the very earliest years onwards through its wide range of facilities.

- ❖ Supported the Myimbarr Learning Centre, a program where young Aboriginal and Torres Strait Islander students can come together to study, get help with their schoolwork, be involved in cultural activities and connect to their community. The program is held weekly during school terms and is open to school students aged nine and up.

- ❖ Established and nurtured the 'Illawarra Flame Trees'; a community engagement initiative that aims to strengthen leadership capacity of Aboriginal and Torres Strait Islander school students through a range of educational programs based on traditional contemporary learning through the vehicle of performing arts. The program is supported through the Woolyungah Indigenous Centre.

- ❖ UOW Learning Labs and Early Learning Labs for gifted and talented school aged students. Places in these programs are allocated for Aboriginal students and assists in overcoming typically low expectations of Aboriginal and Torres Strait Islander students and deficient model thinking.

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

- ❖ Facilitated a school-based traineeship program (Djinggi) aimed at helping Aboriginal and Torres Strait Islander students complete a Certificate III in Education and successfully start their journey to become teachers.

- ❖ Developed a series of short films targeted at Aboriginal and Torres Strait Islander audiences to build relationships between the Faculty and community and to develop an understanding of engineering.

GETTING IN THE DOOR (ACCESS)

We have:

- ❖ Woolyungah Indigenous Centre's Alternative Admissions program to assist Aboriginal and Torres Strait Islander people over the age of 17 who want to go to university, but cannot get there for various reasons such as not completing secondary school, not receiving an ATAR[2], or not obtaining the required ATAR for their preferred course.

- ❖ A variety of government, institutional and community scholarships and prizes to support Aboriginal and Torres Strait Islander future students to access, participate and succeed in higher education. These include:
  - ❖ Aboriginal and Torres Strait Islander Commonwealth Accommodation Scholarship
  - ❖ Aboriginal and Torres Strait Islander Commonwealth Education Costs Scholarship
  - ❖ Graduate School of Medicine Scholarship for Aboriginal and Torres Strait Islander Students
  - ❖ Dharawal Scholarship
  - ❖ Aunty Mary Davis Scholarship
  - ❖ Australian Indigenous Women's Scholarship in Science Medicine and Health
  - ❖ The Williams and Cosgrove Aboriginal and Torres Strait Islander Scholarship
  - ❖ The Aunty Dosie Tungai Memorial Prize
  - ❖ The Aunty Linda Cruse Memorial Prize
  - ❖ Other UOW Scholarships

'Achievement'
Poster for the Puggy
Hunter memorial prize

We will:

Theme	Initiative
Outreach	• Review the current approach of working with AIME, with a view to improving the connection with students and the local community. • Expand the scope of 'Summer Camp' to be an institution wide initiative.
Community Engagement	• Establish a mechanism for allowing local Aboriginal and Torres Strait Islander community needs to be identified from within the community itself, and an avenue for those identified needs being included as an essential element of the annual activities within this Aboriginal and Torres Strait Islander Education, Research and Engagement Strategy. • Ensure that every major event considers opportunities to build positive relationships in the community.

---

[2] Australian Tertiary Admission Rank

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Aspiration Building; Marketing	• Develop a student recruitment marketing campaign targeting Aboriginal and Torres Strait Islander students incorporating a:
	    o Tailored print publication and website showcasing relevant courses and services;
	    o Media buy campaign focusing at indigenous media and digital media; and a
	    o PR campaign profiling Indigenous students and/or Academic staff.
	• Fund the ongoing development of an outreach marketing and student recruitment program to ensure the effective and well-coordinated marketing of courses to Aboriginal and Torres Strait Islander communities.
	• Create a specific marketing plan for WIC and UOW to build aspiration for Aboriginal and Torres Strait Islander students. Include strategies for engaging in major UOW events such as Open Day.

Schools engagement	• Ensure that the role of Aboriginal Education Officer is consulted with in school outreach initiatives. • Consider opportunities to improve the in2uni program, such as the appointment of an Aboriginal or Torres Strait Islander person to be tasked with helping to promote in schools.
Pathways	• Development of strong pathway programs for Aboriginal and Torres Strait Islander students, with the college and other registered training organisations.
Additional profiling of alumni	• Build on an existing project to identify Aboriginal and Torres Strait Islander alumni within Raiser's Edge database in conjunction with WIC and regional campuses to develop opportunities to better engage with and profile Aboriginal and Torres Strait Islander alumni.
Continue to support	• Scholarships for Aboriginal and Torres Strait Islander students; with the addition of further and varied accommodation scholarships as part of the current package. • FIRE – National Aboriginal and Torres Strait Islander Research and Knowledge's. • Participation and involvement in the Aboriginal and Torres Strait Islander University games.

UNIVERSITY OF WOLLONGONG AUSTRALIA

4. STUDENT SUPPORT AND SUCCESS

RETENTION AND COMPLETION (STUDENT SUPPORT AND SUCCESS)

We have:

- ❖ The Indigenous Tutorial Assistance Program (ITAP) - an academic support initiative of the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE), which aims to improve educational outcomes for Australian Aboriginal and Torres Strait Islander students. Tutors are recruited and appointed to approved students by WIC. The principal goal of ITAP is to assist Aboriginal and Torres Strait Islander students to participate equitably and achieve academic success in their chosen program of study.

- ❖ The ITAP Tutor Training Program - designed to develop a 'best practice' training package that can be used on various campuses to ensure that all tutors are appropriately prepared to work with Aboriginal and Torres Strait Islander students. Two distinctive features of the training program are an emphasis on cultural knowledge to enhance the interaction between tutors and Aboriginal and Torres Strait Islander students and a focus on learning theory and Teaching Hints and Tips.

- ❖ Academic mentoring and career development and employability support for low SES and Aboriginal and Torres Strait Islander students at UOW's Regional Campuses.

- ❖ Mentoring for Aboriginal and Torres Strait Islander law students provided by: Professor Elena Marchetti, School of Law, Aboriginal law Alumni, and local legal practitioners. The mentoring initiative also includes access to an Aboriginal mentor buddy (current student), to increase academic success, improve legal career pathways and enable students to become qualified to practice law within their communities.

- ❖ Undergraduate engineering programs that provide Aboriginal and Torres Strait Islander student support that is integrated within existing engineering curricula. This involves three dimensions: a set of guidelines developed from an exploration of Aboriginal and Torres Strait Islander values, perspectives and their meaning in engineering practice and the classroom; revised pedagogies in existing engineering subjects that accommodate different ways of perceiving and valuing ideas, objects and contexts; and, an elective content stream focusing on Aboriginal and Torres Strait Islander cultural appreciation for both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students. The integrated approach embeds support throughout the educational experience. This means that support for Aboriginal and Torres Strait Islander students is available in day-to-day class activities, in addition to other external mechanisms already in place.

We will:

Theme	Initiative
Barriers to access and participation	• Strengthen the connection of WIC with the faculties and strengthen the Student Support Advisor role in each faculty, using identifying data from the Learning Analytics team, to assist at risk students. • Roll out the role of students as peer assisted coaches.
Blended, alternative and flexible learning options.	• Investigate the integration of further blended learning and block teaching to offer different modes of study as some students have significant carer responsibilities that impact availability for scheduled timetables.
Pathways and exit strategies	• Partner with Registered Training Organisations (RTOs) for tailored courses, credit transfer and recognition of prior learning/experience. • Introduce Aboriginal and Torres Strait Islander specific pathway scholarships and provide a customised admissions service. • Provide customised support for Aboriginal and Torres Strait Islander students who withdraw, defer or re-enrol.

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Mentoring	• Consider wider implementation of the Aboriginal and Torres Strait Islander student mentor program in the School of Law.

AIME - UOW

5. TEACHING, LEARNING AND ACADEMIC PATHWAYS

We have:

❖ Connections@UOW, a mandatory theme of the UOW Curriculum Model which incorporates Aboriginal and Torres Strait Islander knowledge. As new courses are developed and courses are reviewed, it is required that they demonstrate the provision of opportunities to support the acquisition of both Aboriginal and Torres Strait Islander and cross-cultural understandings. The Learning, Teaching and Curriculum Division monitors required content and inclusive pedagogy. UOW aims to have all courses providing Connections@UOW by 2020.

❖ Enhanced Aboriginal and Torres Strait Islander teaching practice by developing and providing sustainable Aboriginal and Torres Strait Islander training resources for teaching staff that are based on best practice, current evidence and cultural knowledge. The resources are incorporated into the University's Continuing Professional Development, Learning and Teaching program that is delivered both face-to-face and online.

❖ Continued to offer, Indigenous Studies, an interdisciplinary field that helps equip students to think instinctively about issues that impact on Indigenous communities on a local, national and global scale. Indigenous Studies not only involves a focus on the histories, cultures and social issues that continue to shape Indigenous peoples today, but also on a critical study of how Indigenous people in both the Australian and international contexts have been studied and represented. In 2015 the Indigenous Studies Unit offered a multi-disciplinary, multi-campus first year subject to connect students with their local community.

❖ Engaged with local Aboriginal people and communities to develop locally specific curriculum resources that relate to Aboriginal historical, social and cultural sites across the Illawarra and South Coast. The strategy is significant because it provides tailored resources that are informed by Aboriginal knowledge, voices and perspectives in local areas. The project has informed the development of a 100-level subject in Indigenous Studies that can be taught across all of the UOW campuses. Both international and domestic students can develop a deeper understanding of the significance of 'place' and an appreciation of the diversity of Aboriginal peoples in the region. Furthermore, the strategy has strengthened relationships between UOW and local Aboriginal communities.

❖ A 200-level Indigenous Studies subject "Indigenous Identities in a Global Context" that explores critical issues in contemporary global indigeneity. This is taught across both the University of Wollongong and Northern Arizona University during an eight-week "teaching window" that both institutions have in common. Academic staff at both universities have collaborated around the design and delivery of the curriculum.

❖ A relationship with and engage with the Aboriginal community in the learning of pre-service teaching students to improve their own understanding of the needs of Aboriginal and Torres Strait Islander students when they graduate and are employed as teachers.

❖ The Tullimbah Project, embedding local Aboriginal Studies into the early years, primary and secondary curriculum. The project provides teacher training and digital resources in order to introduce Aboriginal studies to Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students. The project also celebrates the work of educationalists in the Illawarra through 2014 NAIDOC celebrations.

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

We will:

Theme	Initiative
Curriculum Development	• Provide a dedicated Aboriginal and Torres Strait Islander academic staff role in the Learning, Teaching and Curriculum Divisions to support faculties in developing inclusive curriculum. Staff teaching Aboriginal and Torres Strait Islander Australian content will be supported by a Cultural Competence Pedagogy provided by LTC. • Designate an Aboriginal and Torres Strait Islander position in LTC to provide educational design support and advice to Faculties and Schools on the incorporation of Aboriginal and Torres Strait Islander Australian content and pedagogy. The Aboriginal and Torres Strait Islander Academic Developer will develop expertise in the Cultural Competency Pedagogical Framework as well as instructional design and the development of learning materials and materials for the CPD (L&T) program. • Fund three competitive grants per year for three years to increase Aboriginal and Torres Strait Islander content into curriculum. • Provide opportunities for students to participate in projects in Aboriginal and Torres Strait Islander communities (part of curriculum model) – Connections@UOW.
Review ITAP at UOW with a view to strengthening the support model	• Improve promotion of ITAP to staff so referrals increase. ITAP (Indigenous Tailored Academic Programs) is offered to Aboriginal and Torres Strait Islander students across all sites, and is a supplementary tutorial scheme that provides one on one tutoring to Indigenous students and can respond flexibly to individual student needs, including high achieving students.
Co-curricular focus	• Enable UOWx to provide co-curricular learning experiences that enable Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students to learn together.
Faculty support	• Identify a designated contact within faculties to liaise with students and connect with central resources. • Build on the success of the pilot program in LHA that monitors Aboriginal and Torres Strait Islander students at risk by referring the student to WIC for further tutoring if required. Following a review of this model, look to a wider roll-out.
Year of	• During the life of the strategy, make a year of 'Aboriginal and Torres Strait Islander perspectives in education' or the year of 'education strategy' for UOW.
Fellowships	• Fund three designated fellowships for Aboriginal and Torres Strait Islander Australian Academics across the next three years.

UNIVERSITY OF WOLLONGONG AUSTRALIA

6. RESEARCH

We have:

- ❖ An aim to build Aboriginal and Torres Strait Islander research capacity by strengthening pathways for Aboriginal and Torres Strait Islander students to Higher Degree Research. We seek to highlight future research career pathways for Aboriginal and Torres Strait Islander students at UOW and provide an Aboriginal and Torres Strait Islander focused and supportive research environment under the umbrella of the Forum for Indigenous Research Excellence (FIRE). By bringing together Aboriginal and Torres Strait Islander research role models and students as part of a broader strategy to build a critical mass of future Aboriginal and Torres Strait Islander HDR students, this strategy addresses critical recommendations highlighted in the Bradley (2008) and Behrendt (2012) Reports.

- ❖ Supported The National Indigenous Research and Knowledges Network (NIRAKN), a national, inclusive, multidisciplinary hub and spokes model network of Aboriginal and Torres Strait Islander researchers at various stages of their careers. Dr. Kathleen Clapham at the University of Wollongong is engaged with NIRAKN as the health node co-convener to improve the health, safety and wellbeing of Aboriginal and Torres Strait Islander people. Supporting Indigenous Research Scholarship (SIRS) is a group supported by FIRE and NIRAKN. The aim is to build Aboriginal and Torres Strait Islander research capacity at UOW by strengthening support for both current and future Aboriginal and Torres Strait Islander students engaged in Higher Degree Research, including Honours, Masters, and PhD.

We will:

Theme	Initiative
HDR Supervision	• Incorporate Aboriginal and Torres Strait Islander supervision in their planning and as a competency within the internal training for higher degree by research (HDR) supervisors. • Maintain and increase access to (by better promotion), flexible co-supervision arrangements that provide for Aboriginal and Torres Strait Islander co-supervisors who are not necessarily academic staff in the University. Noting however that all arrangements will still adhere to UOW policies and guidelines for supervision.
Mentoring	• Work with UOW's research leaders to establish a mentoring scheme to enable students to engage with the university's most senior researchers.
UOW-wide HDR coordination and support	• Work closely with the Dean of Research to establish HDR support.
Financial support	• Review the current scholarship offers available to Aboriginal and Torres Strait Islander HDR students, with a view to implementing improvements that provide targeted support.
Increasing the HDR student pipeline	• Work with faculties to identify potential researchers and academics in their second year of undergraduate study, by inviting them to consider a HDR opportunity.
Student academic support	• Develop a Graduate Certificate in Indigenous Research Leadership (GCIRL) that enrols research higher degree students into residential intensives aimed at enhancing RHD completions and progression.

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Strengthening peer support	• Establish an Aboriginal and Torres Strait Islander Graduate Students Association to provide support to Aboriginal and Torres Strait Islander students and to non-Aboriginal and Torres Strait Islander students undertaking PhDs in Aboriginal and Torres Strait Islander studies.
Support to regional and remote students	• Review the support provided (infrastructure and staff support) to regional HDR students, with a view to improving progression and completion rates.
Identify, support and promote Aboriginal and Torres Strait Islander related research	Identify: • Options for extracting enrolment data through SAI to identify all Aboriginal and Torres Strait Islander HDR students. • Research being conducted by Aboriginal and Torres Strait Islander students and academics of an Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander nature. • Research being conducted by non-Aboriginal and Torres Strait Islander students and academics of an Aboriginal and Torres Strait Islander nature. • Identify and develop cross-disciplinary research strategies and support the strengthening of a network. • Link HDR programs to the career aspirations for Aboriginal and Torres Strait Islander students. • Identify opportunities to incorporate the above research activity into curriculum. • Promote above research activity (educate media and communications unit) – showcase the University's Aboriginal and Torres Strait Islander research capability. Market to potential ATSI HDR students. • Encourage opportunities for an Aboriginal and Torres Strait Islander researcher to be involved in Aboriginal and Torres Strait Islander research projects.
Foster and further strengthen areas of research excellence including:	• Revitalizing Indigenous Success & Excellence (RISE) • Global Challenges – Caring for Country: This project looks at the social health and wellbeing of the Illawarra Aboriginal community. It focuses on the resilience of Aboriginal-led community organisations, programs and initiatives and the contribution they make to Aboriginal health and wellbeing.
Research Ethics	• Continue enabling community representation on University and Faculty Ethics Committees.
Support self-determination of research activity	• Engage with leaders and groups to enable community driven research that builds community capacity and raises aspirations of future researchers.
Support early career researchers	• Ensure early career researchers have access to professional training provided by PODS. • Provide access to mentoring from senior Aboriginal and Torres Strait Islander academics. • Enable connection to Community Elders. • Enable access to HDR peer mentoring scheme.
Grants	• Prioritise cultural diversity in the selection criteria of the Vice-Chancellor's Post-Doctoral Fellowship.
Research collaboration	• Develop links and enter into agreements for collaborative research with international Indigenous research centres (e.g. Institute of Global Indigeneity). • Actively seek external funds for research visitor/project activities.

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

	• Select international research centres for specific research links in: Canada, United States, New Zealand and other places that align with Global Challenges and International Links Grants
Research and research training	• Promote the values of the AIATSIS and NHMRC Guidelines for Ethical Research in Indigenous Studies.
Access to research materials	• Endorse the archiving of research material through UOW Research Online or other disciplinary repositories as appropriate.
Capacity building	• Encourage Aboriginal and Torres Strait Islander staff enrolled in HDR programs to apply for, Endeavour or Equity Fellowships. Offer grant/writing workshop programs and specifically target Indigenous researchers. • Encourage Aboriginal and Torres Strait Islander staff that have completed their PhD to apply for nationally competitive grants capitalising on their ECR status (ARC Discovery (Indigenous) grants, OLT Fellowships). Offer grant/writing workshop programs and specifically target Indigenous researchers • Mentoring and support programs for Indigenous researchers (particularly ECRs) established.
Supervision	• Provide effective and culturally appropriate supervision of research students. Provide professional development for new academic staff to enhance supervision skills. • Form cross discipline supervision teams for Indigenous HDR students that include Indigenous academics as principal or co-supervisor.

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

7. SUSTAINABLE STUDENT EMPLOYABILITY

We have:

- ❖ Developed strategic approaches to career development and employability strategies for Aboriginal and Torres Strait Islander and regional students. Outcomes include the identification of career support needs for Aboriginal and Torres Strait Islander students.

- ❖ Established UniVative Woolyungah, a four week program which brings together UOW students from all disciplines, which are presented with an actual business problem that has an Aboriginal and Torres Strait Islander focus. In teams, they then come up with a solution, write a business report and present it to the host organisation. It is an opportunity for students to enhance their employability skills, and build up their resume. The program was open to both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students. Woolyungah Aboriginal and Torres Strait Islander Centre provides support and mentoring for the teams.

- ❖ Established the Aboriginal and Torres Strait Islander Health Student Clinical Placement Program. This initiative identifies clinical placements for Aboriginal and Torres Strait Islander and low SES students in the Illawarra Division of General Practice. It employs an Aboriginal and Torres Strait Islander project officer to coordinate the identification of the placements to establish and maintain ongoing relationships.

- ❖ The KPMG Australian Indigenous Work Integrated Learning Scholarship has been established to address the under representation of Aboriginal and Torres Strait Islander people within the Professional Service Sector. The scholarship provides financial support ($11,000 pa for up to 5 years) to a student who is currently undertaking academic studies at the University of Wollongong. In addition to this support, the successful recipient will be appointed a mentor from KPMG during their work experiential placement during the summer break.

We will:

Theme	Initiative

Careers Central	• Develop a targeted employability program and related services with the University careers service.
	• Establish a specific careers portal for Aboriginal and Torres Strait Islander students, with:
	    o targeted career resources
	    o a separate job board for Aboriginal and Torres Strait Islander identified positions
	• Establish Career + activities that encourage career planning and thinking in the first year, e.g. opportunities to do work shadowing and information gathering.

Cadetships	• Pilot cadetship and internship programs. Increase Aboriginal and Torres Strait Islander student participation in a range of private and public sector cadetships and internships.

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

RELATED AND SUPPORTING REFERENCES AND STRATEGIES

Internal

- Aboriginal employment enabling strategy 2013-2018
- Reconciliation Statement
- Respect for Diversity Policy
- UOW Education Core Strategy
- UOW 2016 – 2020 Strategic Plan
- UOW Student Support Strategy

External

- Behrendt Report 2012
- Bradley Review 2008
- Communicating positively, a guide to appropriate Aboriginal terminology

Artist: Kevin (Kev) Butler 2015

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

ACRONYMS

AAG	Aboriginal Advisory Group
AD	Advancement Division
ADE	Associate Dean Education
AIME	Australian Indigenous Mentoring Experience
CAO	Chief Administrative Officer
DIISRTE	Department of Industry, Innovation, Science, Research and Tertiary Education
DVC (A)	Deputy Vice-Chancellor Academic
DVC (H&C)	Deputy Vice-Chancellor Health and Communities
DVC (R&I)	Deputy Vice-Chancellor Research and Innovation
FIRE	Forum for Indigenous Research Excellence
GCP	Global Challenges Program
GCDE	Graduate Career Development & Employability
GRS	Graduate Research School
HDR	Higher Degree Research
IMTS	Information Management and Technology Services
ITAP	Indigenous Tailored Academic Programs
KPI	Key Performance Indicator
LT&C	Learning Teaching and Curriculum
NAIDOC	National Aboriginal and Islander Day Observance Committee
PODS	Professional and Organisational Development Services
PVC (I&O)	Pro Vice-Chancellor Inclusion and Outreach
PVC (Students)	Pro Vice-Chancellor (Students)
RAID	Research and Innovation Division
RC	Regional Campuses
RSO	Research Services Office
RTO	Registered Training Organisation
SES	Socio-Economic Status
SIRS	Supporting Indigenous Research Scholarship
SSA	Student Support Advisor
SSD	Student Services Division
UEC	University Education Committee
WIC	Woolyungah Indigenous Centre
WUPA	Wollongong University Postgraduate Association

UNIVERSITY
OF WOLLONGONG
AUSTRALIA